

FIGURE 4.2

Framework for Teaching and Assessing Growth in Dimensions of the Habits of Mind (HOM)

Dimension	Developmental Learning Tasks	Teacher Facilitation	Assessment of Desired Results
Exploring Meanings	<ul style="list-style-type: none"> To extend the meanings and uses of the HOM. To increase understanding of what are HOM. To clarify and build upon meanings and definitions, and to find increasing examples of HOM in self and others. 	<ul style="list-style-type: none"> Provide activities that build meaning. Introduce and build terminology, definitions, concept acquisition, including the use of nonexamples. Connect to other experiences through word splash, finding examples in books, films, newspapers; on playground; in community. Recognize and label student use of the HOM. Model the HOM. Design charts and posters/using icons. Teach HOM directly. <p><i>Sample questions:</i></p> <ul style="list-style-type: none"> What does (HOM) mean to you? What might be an example of (HOM)? What are some other words or phrases that might mean the same as (HOM) for you? In what ways has your understanding of the HOM grown since we last thought about its meaning? 	<p>The student develops a broader, deeper understanding of the Habits of Mind.</p> <p>Growth in this dimension will be recognized by learners being able to . . .</p> <ul style="list-style-type: none"> Use the HOM terminology correctly. Translate/interpret the HOM in their own vernacular. Make more complex analogies and cite more examples. Articulate a more complex, detailed understanding of the HOM. Self-report the use of the HOM.
Expanding Capacities	<ul style="list-style-type: none"> To become more skillful in the application of the HOM. To self-monitor which skills and strategies are being used and which ones need to be perfected and employed. 	<ul style="list-style-type: none"> Teach new strategies, refine old ones, and assist learners to select appropriate ones. Provide guidance in integrating the use of the HOM in groups and sequences. Invite students to describe what skills and strategies helped them when they needed to, for example, persist, manage their impulsivity, think flexibly. 	<p>The student increases use of a widening range of strategies, skills, and tools and does so with greater sophistication in sequence, accuracy, stamina, and elegance.</p> <p>Growth in this dimension will be recognized by learners being able to . . .</p>

Source: From "Habits of Mind: A Journey of Continuous Growth," in *Learning and Leading with Habits of Mind*, by A. L. Costa & B. Kallick (Eds.), in press, Alexandria, VA: Association for Supervision and Curriculum Development. Copyright ASCD.

FIGURE 4.2 (continued)

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Expanding Capacities (continued)	<ul style="list-style-type: none"> To build an ever-increasing repertoire of tools and strategies. To apply the HOM in sequence and in concert. 	<ul style="list-style-type: none"> Unpack each HOM to identify the metacognitive skills and strategies appropriate to each; for example, use mind maps to answer the question "What can I do when I get stuck?" <p>Sample questions:</p> <ul style="list-style-type: none"> What goes on in your head when you use the habit of _____? What are you talking to yourself about when you _____? What will you be aware of in your own thinking as you _____? What habit did you find yourself using when you were _____? What skills and strategies might you employ when you know you need to (persist, strive for accuracy, empathize, manage impulsivity, etc.)? 	<ul style="list-style-type: none"> Select the appropriate tool at the appropriate time. Orchestrate appropriate sequences and groupings of HOM. Use greater numbers of supporting strategies with increasing sophistication and skill. Increasingly use HOM in concert and in sequence. Apply the HOM to new contexts and areas in their life.
Increasing Alertness	<ul style="list-style-type: none"> To become increasingly vigilant to an expanding range of situations in which to apply the HOM. To become more sensitive to cues from a widening range, variety, and number of situations and environments as 	<ul style="list-style-type: none"> Build criteria for learners to carry internally that help them recognize new situations in which to apply the HOM; provide new situations and guide the application of the HOM in these settings. Use transfer strategies to help learners move the HOM to new areas, contexts, and domains. 	<p>The student becomes more astute in the ability to increasingly recognize, without prompting, when to apply the Habits of Mind.</p> <p>Growth in this dimension will be recognized by learners being able to ...</p>

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Increasing Alertness (continued)	signals to engage one or more of the HOM.	<p><i>Sample questions:</i></p> <ul style="list-style-type: none"> • In what other situations might it be important to employ this HOM? • What cues were you aware of in this situation that indicated to you that it would be appropriate to use _____? • If you were to _____, which of the habits would serve you? • What are some reasons a person might want to use the HOM of _____ in this situation? • How might a _____ use the HOM when _____? • What predictions would you make if _____ failed to use the HOM of _____? 	<ul style="list-style-type: none"> • Apply the HOM to new settings. • Recognize increasingly diverse, complex, and novel situations in which to apply the HOM. • Spontaneously draw forth appropriate HOM when confronted with ambiguous, perplexing situations. • Recognize a wider range of situations in which to apply the HOM. • Recognize novel and complex situations in which to apply the HOM, without assistance. • Articulate the criteria upon which these decisions are made. • Describe the metacognitive strategies employed while using the HOM.
Extending Values	<ul style="list-style-type: none"> • To increasingly find the values and benefits of using the HOM and therefore to spontaneously choose to employ them. • To advocate their use to others. 	<ul style="list-style-type: none"> • Make HOM a learning outcome; ensure that success in the classroom is connected to application of the HOM. • Facilitate discussions and reflections on the values and benefits. • Encourage students to capture their reflections, insights, and values through such means as portfolios, journal entries, and essays. 	<p>The student develops deeper appreciation of the positive results achieved when applying the HOM.</p> <p>Growth in this dimension will be recognized by learners increasingly being able to . . .</p> <ul style="list-style-type: none"> • Express valuing of the HOM not only for self in the moment, but also generalized

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Dimension	Developmental Learning Tasks	Teacher Facilitation	Assessment of Desired Results
Extending Values <i>(continued)</i>		<i>Sample questions:</i> <ul style="list-style-type: none"> • Why would it be important to employ this HOM in this situation? • If you were to _____, why would (HOM) serve you? • What are some of the reasons a _____ might want to use the HOM of _____? • How might a _____ use the HOM when _____? • What values are you expressing when you choose to employ HOM? • What would be some of the benefits if _____ chose to employ HOM? • Which HOM would serve _____ in a situation like this? Why? 	<p>to the lives of other persons and universal situations.</p> <ul style="list-style-type: none"> • Display an increased propensity and inclination for applying the HOM. • Choose to use the HOM instead of other less productive patterns of behaviors and explain why. • Articulate their choice to use the HOM, reflecting the value they place on it.
Building Commitment	<ul style="list-style-type: none"> • To “internalize” the HOM as a way of life. • To become increasingly more autonomous in the improved use of the HOM. • To become more effective at reflecting, self-evaluating, self-modifying, self-prescribing. • To set goals for self-improvement and more skillful use of the HOM. 	<ul style="list-style-type: none"> • Provide appropriate scaffolding and assessment structures that move learners toward self-directedness and qualitative assessment. • Apply the HOM in many rich, challenging tasks that engage the learner’s intellect, imagination, and metacognition. • Apply the HOM in interdisciplinary learnings at school, at home, and in the community. <p><i>Sample questions:</i></p> <ul style="list-style-type: none"> • As you reflect on this situation, which of the HOM served you the most? 	<p>Individuals are characterized by the HOM when they are empathic, continual, creative, persistent learners who are willing to take risks and to admit they don’t know but want to find out.</p> <p>To be characterized as such, evidence is gathered through observation of patterns of behavior in numerous settings over an extended period of time.</p>

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Building Commitment <i>(continued)</i>	<ul style="list-style-type: none"> • To experiment with ways to improve use, to continuously learn more about the power and effects of the HOM. • To model the HOM to others. • To employ the HOM as a lens to analyze, understand, and resolve world problems. 	<ul style="list-style-type: none"> • What were some of the effects your use of (HOM) had on _____? • As you anticipate future situations, what commitments or action plans do you have in mind to improve your use of (HOM)? • What are some of the ways your use of HOM has changed in the past year? • How have the HOM influenced your decisions about _____? • As you envision your future, which of the HOM might you work on in your personal growth plans? • What strategies of self-improvement might you design? 	<p>Growth in this dimension will be recognized by learners increasingly being able to . . .</p> <ul style="list-style-type: none"> • Self-report the effective or ineffective use of the HOM. • Admit that the HOM are never perfected or developed fully. • Employ the HOM without reminding or prompting. • Become more self-directed in choosing to evaluate and extend their use of the HOM. • Choose and apply increasingly qualitative strategies to evaluate their use of the HOM. • Express criteria for choosing a course of action based on the HOM.

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